

Hillsborough County Public Schools

# Sligh Middle School



2020-21 TSSSA Plan

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## Eligibility and Allocation

### Eligibility

Eligibility for 2020-21 TSSSA will be based on 2019 school grades and meeting one of the following criteria: a school implementing a turnaround plan or a turnaround school that has improved to a C or higher and has exited turnaround status within the last two years.

The preliminary allocation is based on a per-FTE funding amount of \$500 or as provided by the General Appropriations Act. Districts are required to complete a district-level plan. In addition, school-level plans are also required. The district and school level plans must be submitted to your school board for approval by August 1. The school board approved plan is due to the Bureau of School Improvement no later than September 1.

### Allocation

School ID	School Name	Implementing	Exited Year 1	Exited Year 2	Preliminary Allocation	Updated Allocation
1482	Sligh Middle School			Y	\$286,165.00	

## Plan Assurances

### Family and Community Partnerships

Assure that the school will implement strategies to establish comprehensive support services that develop family and community partnerships.

YES

### Academic and Character Standards

Assure that the school will implement strategies to establish clearly defined and measurable high academic and character standards.

YES

### Parental Involvement

Assure that the school will implement strategies to increase parental involvement and engagement in the child's education.

YES

### Incentives for Instructional Personnel

Assure that the school will implement strategies to identify, recruit, retain, and reward instructional personnel.

YES

### Professional Development

Assure that the school will implement strategies to provide professional development that focuses on academic rigor, direct instruction, and creating high academic and character standards.

YES

### **Focused Instruction**

Assure that the school will implement strategies to provide focused instruction to improve student academic proficiency, which may include additional instruction time beyond the normal school day or school year.

YES

## **Plan Items**

### **Family and Community Partnerships**

Explain how the school will establish comprehensive support services that develop family and community partnerships.

- By attending to the physical, mental, and social needs of students, particularly those who are educationally disadvantaged, schools set the conditions for learning and promote student achievement for all. Supports at Sligh Middle School will be differentiated based on student and family needs, while the school itself will serve as a thriving community hub where everyone is affirmed and encouraged to participate. The synergistic effects of the school, families, partners, and the community working together to build on existing assets, as well as address needs and opportunity inequities, is intended to close the persistent achievement gaps at the school.
- The Bullard Family Foundation, along with other key community partners, have expressed their conviction that there is a need for change at Sligh Middle School. They have committed valuable capital—both human and financial—to accelerate progress toward reimagining the school so that students' aspirations and full potential are nurtured. As it pertains to establishing comprehensive support services, the Bullard Family Foundation has committed to supporting social-emotional learning. One such support provided by the Bullard Family Foundation is a program dubbed Champions of Character. Every three months, they host a birthday celebration that includes a student discussion based on building character and character aspects that will help ensure student success. In addition, The Bullard Foundation also plans to provide staff support and stress relief by developing a staff fitness center. Lastly, the Bullard Family Foundation will also aggressively seek other community partners and supports on behalf of Sligh Middle School to address a range of other identified needs.
- An on-campus Community Center was borne out of the partnership between the school district and the Bullard Family Foundation. It will benefit students, parents, and the community in a variety of ways. In addition, to be being a hub for gatherings, it will also serve as a Food Pantry, be equipped with laundry facilities, offer a Clothing Closet, and be a source of Fellowship. These wrap-around services will help improve students' well-being and serve as an impetus for making connections throughout the school community. Sligh will use TSSSA funds to purchase uniforms to ensure students' needs are met for the 2020-2021 school year. Sligh will add \$2,926 of TSSSA funds to the carry forward amendment (\$4,644) pending to cover the cost of this item. See quote.
- Another community partner that will provide comprehensive support services at Sligh is the Boys & Girls Clubs of Tampa Bay. They will provide a free out-of-school time and summer program for students. Additionally, the Boys & Girls Clubs of Tampa Bay is also planning to provide a staff member to help support the emotional and academic wellbeing of Sligh

students during the regular school day, as well as tutoring services. This directly aligns to Sligh's SIP goals of supporting the social-emotional learning (SEL) and academic development of students.

- The University of South Florida and Advent will also continue to partner with Sligh Middle School to provide students with academic support through tutoring and instructional support. These activities align with the SIP by supporting the student's academic development and boosting their confidence.

- Sligh Middle School has a robust Student Services Team consisting of School Counselors, a School Social Worker, a School Psychologist, and Student Success Coaches. These student services relate to Sligh's SIP by providing students with the emotional support or items they need to promote their health and well-being, thereby allowing them to focus on their academic development. Student Services staff will be joined by Parent Liaison Aides who will be pivotal in facilitating the connections between stakeholders (students, parents, teachers) and community resources (See Item 3). These individuals will connect students with comprehensive support services, monitor progress, and facilitate any adjustments needed during the relationship.

- Sligh will continue focusing on SEL, improving relationships with stakeholders, and supporting the access to resources, Sligh Middle School expects to see their students thrive. Students will become more confident, attendance rates will improve, discipline incidents will decrease, and better relationships between teachers and other staff will be created. Sligh Middle School also expects to see increased parent involvement that will ultimately lead to improved math and reading performance.

### **Academic and Character Standards**

Explain the strategies the school will implement to establish clearly defined and measurable high academic and character standards.

- Sligh will utilize a House System to frame these efforts. As part of their House System, Sligh plans to assess incoming students, whether they are rising 6th graders or transferring students. This will be followed by placement into one of five themed Houses that align with Sligh's 5 core values: Positivity, Respect, Innovation, Determination, and Excellence. Individualized learning plans for Tier 2 and 3 students will also be developed to ensure opportunities for customized support, career exploration and planning, and academic enrichment. Progress towards mastery of plan goals will be regularly monitored with students, and adjustments will be made as necessary.

- As part of Sligh's PBIS and House Systems, student leaders will facilitate weekly House meetings. Students may earn points for meeting expectations, which in turn contributes to their House standing. Again this year, Sligh will purchase the Ron Clark application subscription using TSSSA funds to provide real-time monitoring of points and House standings, while the school will nurture community partnerships to cover incentive costs (quotes is provided for a yearly Ron Clark application subscription @ \$2,400). Quote attached.

- Sligh's themed House System will be further enhanced through the exploration of implicit biases of leaders and faculty members, as well as the intentional cultivation of inclusive classroom environments and teaching practices that mediate impacts of manifested subconscious stereotyping. These efforts align fully with the proposed adoption of Restorative Practices and the aforementioned House System. Restorative Practices, which will be seamlessly integrated into the curriculum and across classrooms, nurtures positive school

culture through community-building and constructive conflict resolution. The House System also focuses on community-building; students experience school spirit and House pride when working toward common goals, create community-wide impact when collaborating on philanthropic projects, and increase connectedness through mentoring and leadership opportunities.

- Sligh will utilize a number of staff members to help set both academic and character standards for students. These critical staff members will be responsible for overseeing the implementation of key strategies at the school. These positions align with the school's SIP by providing students with support for their social-emotional and academic needs. These individuals will enhance the impact of programs and services by facilitating a small group or individual work with students. Their impact will be monitored through formative data gathered from surveys, observations, anecdotal data, student achievement scores, and learning gains.
- Sligh's Resource Teachers provide support for instructional strategies and materials to increase student achievement. Resource teachers also plan, prepare, and deliver instructional support—including coaching cycles—to ensure the optimum performance of staff, including implementation of standards across content areas, organization of classrooms, and selection/use of assessments to drive instructional planning. See Items 5 and 6 for additional information about Sligh's academic coaching and resource teaching staff.
- Sligh's Student Success Coaches, both funded through TSSSA, will be tasked with providing oversight of the House System to assure the fidelity of the PBIS system (1.0 FTE Success Coach @ \$52,500, which includes fringe; 1.0 FTE Success Coach @ 52,500, which includes fringe). The Student Success Coaches will also aid in the school's efforts to improve graduation rates, close achievement gaps, reduce suspensions, and improve attendance by providing targeted support for select students. They will use relevant data and make personal contacts with students to identify, assess, and provide early intervention—including both instructional and auxiliary services—for those students at-risk of failing or leaving school prematurely. They will provide these students with the necessary guidance and related opportunities to enhance their abilities to improve their participation and performance in their elected course of study, as well as partner with parents to remove barriers to learning. The Student Success Coaches will also work to plan and implement strategies specific to identified students, as well as monitor student progress on established goals. Sligh's Student Success Coaches will be expected to monitor the academic success, attendance, and behavior of students on their assigned caseload. They will also form support groups for students to address issues that may arise on campus. The academic and character standards for students will be expressed in their personalized plans developed in conjunction with the Student Success Coaches.

### **Parental Involvement**

Explain the strategies the school will implement to increase parental involvement and engagement in the child's education.

- Sligh Middle School will use its Parent Liaison Aide to help facilitate connections with stakeholders and involve the entire community in the education of students. TSSSA funds will be used to keep the Parent Liaison Aide (1.0 FTE Parent Liaison @ \$22,900 annual salary and fringe). The school plans to build these connections by bringing parents, community members, and business leaders to Sligh's campus by hosting events that will provide a variety of ways for everyone to become connected and collaborate for the students' benefit both academically and emotionally. These events include the following:
  - o Family Fitness Nights will be regularly hosted by the Bullard Family Foundation on an on-

campus community center established because of the relationship with the foundation and local churches.

o Family Literacy Nights will be utilized to explain Florida Standards Assessment (FSA) expectations, but more importantly, to work with parents on ways they can help their students at home to improve reading comprehension and critical thinking skills. This will also serve as an opportunity to connect students and their parents with resources such as tutoring, support services, and more.

o As many students from Foster Elementary matriculate to Sligh in middle school, joint events with Foster will be implemented to encourage connections between the students, staff, and parents from the two schools. This will benefit students as they make transitions to Sligh, but also will benefit everyone through the connections established as students matriculate to middle school. This will also benefit students because of the connections teachers will make that will facilitate conversations for vertical articulation.

- The above parent engagement strategies connect to Sligh's SIP by providing support for student's well-being, building connections within the school community, and providing resources to support students academically. The Parent Liaison Aide will be a key lever for facilitating this work over the next year, but will also be crucial as they work to build the capacity of Sligh's staff while increasing the level of empathy for the challenges in the community. In addition to facilitating and implementing the plan, they will work directly with staff and parents as the work progresses. Progress will be monitored through surveys, observations, and attendance counts of stakeholders taking advantage of the programs at the community center. Student attendance, discipline, and academic data will also be analyzed to assess impact of this supplemental position.

- Collaboration efforts between stakeholders to improve students' well-being and increase their academic achievement have proven to be effective in other communities. Sligh believes that the on-campus community center serving as a hub will help create positive results when accompanied by the work of teachers, staff, parents, and community members. The school expects to see improved attendance, increased parent involvement, decreased incidents of disciplinary concerns, and an increase in academic achievement for students

### **Incentives for Instructional Personnel**

Explain the strategies the school will implement to identify, recruit, retain, and reward instructional personnel.

As referenced in the **K-12 ESEA Common Program Guidance**, Recruitment, retention and reward incentives must be based on a three-year aggregate state value-added model (VAM) score. If state VAM is not available, another student growth model may be proposed. The student growth model must be fair and reliable. The LEA must submit the model demonstrating the classification and distribution of non-state VAM teacher scores for approval. Incentives can be part of a structured pay system or a Memorandum of Understanding (MOU); however, the above criteria shall apply. Incentives for attendance and non-instructional personnel are not allowable. Recruitment incentives for teachers with less than one year of experience or for hard to staff positions will be considered on a case by case basis.

- The HCMS informs a wide range of human capital decisions in the district. Teachers designated as effective or highly effective receive recruitment letters from the Superintendent making them aware of the benefits of teaching at a high-need school, such as the availability of additional resources through Title I and the ability to develop targeted leadership skills. Human Resource (HR) Partners assist principals with identifying promising applicants and analyzing educator data to inform human capital decisions. HCPS also utilizes a web-based



platform, which provides online tools such as a “teacher fit” predictive assessment to help identify and place more qualified candidates and to allow for customized, automated workflows. Throughout the year, HCPS’ Office of Personnel Services regularly monitors Transformation Network vacancies and offers specialized recruitment events to schools with the highest vacancies. Personnel Services has also updated the teacher application to signal when teachers indicate an interest in teaching in an Transformation Network School. As a result, the review process is expedited and applicants are matched with school sites quickly.

- Compensation is grounded in a performance-based salary structure that explicitly ties salary increases to sustained high-level performance. Currently, the base teacher salary schedule is designed to be competitive with neighboring districts, while performance salary structure provides substantial increases in compensation to teachers who have demonstrated student impact via state VAM. HCPS negotiates for the provision of the performance-based compensation system with the Hillsborough Classroom Teachers Association (HCTA) each year.

- Despite a robust HCMS system, the district has been continually plagued with difficulties in staffing persistently low-performing schools with effective educators. Ergo, the newly adopted Transformation Network initiative provides targeted schools with supplemental resources and benefits specific to identifying, recruiting, retaining, and rewarding instructional personnel. A School Board-approved reorganization occurred on May 12, 2020 to lend a clear structure to the Transformation Network, as well as a system of centralized support to ensure proper oversight and mobilization of resources. Key personnel support specific HCMS functions within Transformation Network, including the Chief of Transformation who is the liaison with other district divisions to ensure instructional alignment and programming; recruiting, hiring and retaining teachers, and aligning appropriate social and emotional support. Regional Superintendents and Executive Directors, who directly support principals and school administrators on-the-ground, and a team of district resource teachers and core academic coaches who will work directly with Transformation Network teachers to increase instructional and cultural capacity to improve student achievement.

- The district’s proposed rapid improvement support strategies for Transformation Network extend far beyond additional staff to support human capital functions. Preliminary talent management strategies have been proposed, such as hosting strategic recruiting events for teachers, designating funds for teacher development through Title II, offering incentives from community partners, securing additional planning time, offering HR support for movement of staff during the first year of turnaround, and revamping the hiring process for external candidates. Examples of proposed leadership strategies for the Transformation Network to include appointing proven principals and allowing principals to select a team to join them at their turnaround site.

- In the spring of 2019, HCPS’ Superintendent heightened the district’s high-need recruitment effort with a ground-breaking teacher incentive initiative for the Achievement Schools. The offer, Spark Teacher Incentives, was presented to all teachers in Hillsborough County and across the country, and includes the provision of substantial extra pay on top of teachers’

### **Professional Development**

Explain the strategies the school will implement to provide professional development that focuses on academic rigor, direct instruction, and creating high academic and character standards.

- House System Training will continue with the school community with a generative culture for learning. Collaboration between stakeholders, paired with the family atmosphere created in a House System, will lead to better relationships, psychologically safe environments, and open dialogue. This should lead to reduced incidents of discipline, fewer suspensions, improved attendance, and learning gains for students. On-going PD to effectively implement the House System will provide teachers with ways to improve SEL for students and increase empathy in



teachers; it will also nurture a sense of community by promoting student ownership of the group.

- The intended outcomes of the coaching and resource staff (described below) are to build the capacity of teachers to better facilitate learning and student achievement. This, in turn, will help with the sustainability of staff at Sligh. This relates to all five of Sligh's core improvements noted in their SIP. These include: increased learning gains for Black Exceptional Student Education students; increased learning gains for the students scoring in the bottom quartile; reduction in the number of suspensions; improvements in progress monitoring for academic and behavioral coaches; and increased accountability for academic and behavioral coaches. This will be monitored through meeting logs, as well as evaluations that focus more on monitoring and impact on student achievement. A continuous improvement process will be used. Additionally, Sligh Middle School will hold a weekly Multi-Tiered Systems of Support-Response to Intervention (MTSS-RtI) meetings to monitor progress, gather feedback from teachers, and make adjustments to the plan. The RtI Resource Teacher, described in Item 2, will be a key lever for the success of this process.

- TSSSA funds will be used to hire a Math Resource Teacher (1.0 FTE Math Resource Teacher @ \$88,500 annual salary and fringe). Math Resource Teachers maintain and monitor the implementation of the mathematics program and work directly with classroom teachers to improve student learning in the area of STEM. They assist teachers in planning for and implementing standards-based instruction and assessment, providing just-in-time, job-embedded coaching utilizing a strong knowledge base of mathematics content and pedagogy. Math Resource Teachers conduct PD for classroom teachers and school leadership regarding instructional strategies, best practices, use of materials, and effective teaching techniques. Math Resource Teachers may conduct data-driven, small group instruction with students as well. At Sligh, the role of the Math Resource Teacher supports the classroom teachers and educates them on best practices to support student's academic and character standards. They meet with teachers during Professional Learning Community (PLC) meetings to help improve direct instruction.

- Sligh will keep their Reading Coach (funded through a different source). Reading Coaches maintain and monitor the implementation of the district's reading program, including the professional development of classroom teachers in order to improve reading instruction and acquisition. Throughout the school year, reading coaches focus on enhancing teachers' literacy instruction through job-embedded PD and coaching. Reading Coaches provide support through collaborative standards-based lesson-planning, the modeling of best practices in reading instruction, classroom-based demonstrations, and reflective teaching. They assist teachers in disaggregating data for interpretation and planning for instruction. The position requires a strong communicator and leader who will advocate for the literacy development of all students through regular meetings with building administrators and stakeholders. At Sligh, the role of the Reading Coach supports the classroom teachers and educates on best practices to support student's academic and character standards. They meet with teachers at PLCs to help improve direct instruction. To ensure teachers have ample time to meet to create lesson plans that improve student learning, 20 teachers will have an after school common planning time for 15 weeks. The Leadership Team, along with the option of requesting to participate, will select the teachers. This will ensure that struggling teachers are included, at the same time teachers that feel they could benefit from the common planning time are able to attend. 20 teachers X 15 weeks X \$40/hour (which includes fringe) = \$12,000.

- Side-by-side coaching will be used by Sligh's administrative staff, resource teachers, and academic coaches as a method for improving teaching and learning. It is personal and differentiated for the teacher receiving the coaching, but also for the lessons being delivered

to the students. It is intended to accelerate teacher improvement, as well as provide progress monitoring of teacher practice and student learning. This year, Sligh will continue to focus on aligning student tasks to standards as a critical mechanism to accelerate the student's achievement. Tasks aligned at the appropriate cognitive level will allow students to "sweat" intellectually and promote comprehension.

### **Focused Instruction**

Explain the strategies the school will implement to provide focused instruction to improve student academic proficiency, which may include additional instruction time beyond the normal school day or school year.

- Sligh Middle School will focus on standards-based instruction to increase student achievement. Sligh teachers will work in PLCs to assess student understanding and performance of standards, and then develop a plan for improving students' understanding of the material. In addition, coaches and Resource Teachers will support this work through individual and small group student instruction. They will also support the teachers by providing side-by-side coaching and providing staff PD.
- Two paraprofessionals will continue to work side-by-side with students to provide classroom support in the areas of behavior management and academic interventions when deemed necessary by classroom teachers. Sligh requests that TSSSA funds these positions for the 2020-2021 school year. (1.0 FTE Paraprofessional @ \$22,900, which includes fringe; 1.0 FTE paraprofessional @ \$22,900, which includes fringe). The intended outcome of this strategy is to help students avoid both in and out-of-school suspensions by providing alternate interventions. This will, in turn, keep students in class and reduce suspension rates. Likewise, this proactive approach will allow the administration to act as instructional coaches and instructional leaders rather than constantly addressing behavioral problems.
- In addition to the time scheduled with students during the school day, Sligh will also offer opportunities for students to accelerate their learning and fill in gaps in their knowledge. These include Saturday Academy; transition camps; tutoring with students from the University of South Florida's College of Education; and mentoring and tutoring through the Boys & Girls Clubs of Tampa Bay. All of these activities support Sligh's focus on improving student achievement of the Florida Standards, as well as the focus on students' well-being. The school will monitor progress through surveys, observations, and attendance counts. Sligh will also review and analyze student attendance, discipline, and academic data to measure impact.
- Lastly, Sligh Middle School will use TSSSA funds to provide t-payroll to classroom and resource teachers to provide tutoring services beyond the contracted workday. The 165 hours will be utilized to tutor students in core academic areas X \$40/ hour (which includes fringe) = \$6,600, plus \$39 in supplies. Academic coaching and resource staff will work with school administrators to analyze and progress monitor student data. Students will be targeted for this intervention based on the standards in which they are deficient. The aim is to provide focused, remedial instruction to improve student proficiency on the Florida Standards Assessments.

### **Part V: Budget**

This section will assist in generating a school TSSSA budget for submission based upon each budget item tied to a Plan Item identified in the Part III: Plan Items.

Access the budget by clicking the blue Manage Budget button. This will direct you to the Budget page. This page includes the breakdown of funds by Plan Item.